

Setyo Dini Mrihatini. 2016. *Pengaruh Model Probing Prompting Learning Terhadap Sikap Ilmiah Siswa Pada Pembelajaran IPA Kelas V SDN Dlanggu*. Skripsi, Progam Studi Pendidikan Guru Sekolah Dasar, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing I Badrud Tamam, S.Si., M.Pd., Pembimbing II Fatimatul Munawaroh, S.Si., M.Si.

Abstrak

Sikap ilmiah merupakan sikap yang dimiliki ilmuwan, sikap ilmiah juga harus dimiliki siswa untuk memecahkan masalah dalam kehidupan sehari-hari. Penelitian ini bertujuan untuk mengetahui pengaruh model *probing prompting learning* terhadap sikap ilmiah siswa dan untuk mengetahui keterlaksanaan pembelajaran menggunakan model *probing prompting learning*. Penelitian ini menggunakan *Quasi Experimental Design* dengan *Nonequivalent Control Grup Design*. Sampel yang digunakan adalah kelas VA dan VB. Instrumen yang digunakan dalam penelitian ini adalah angket sikap ilmiah, tes hasil belajar, lembar observasi keterlaksanaan pembelajaran dan angket respon siswa. Analisis pengujian hipotesis menggunakan uji-t dua sampel *independent*, hasil *posttest* diperoleh Sig. (2-tailed) $0.000 < 0.05$ maka H_0 ditolak, sehingga terdapat perbedaan sikap ilmiah siswa kelas eksperimen dan kelas kontrol. Hasil uji gain ternormalisasi sikap ilmiah siswa kelas eksperimen 0.51 (sedang) dan kelas kontrol 0.08 (rendah). Sehingga dapat disimpulkan bahwa model *probing prompting learning* berpengaruh terhadap sikap ilmiah siswa. Berdasarkan hasil perhitungan rata-rata keterlaksanaan pembelajaran pertemuan 1 diperoleh nilai 75 dengan rata-rata 3.5, sedangkan pertemuan 2 diperoleh nilai 79 dengan rata-rata 3.7 dengan kriteria baik.

Kata kunci: Sikap ilmiah, *probing prompting learning*, pembelajaran IPA

Setyo Dini Mrihatini. 2016. *The Effect of Probing Prompting Learning Model on Students' Scientific Attitude in Science Learning of Fifth Grade in SDN Dlanggu*. Thesis. Elementary School Teacher Education Study Program, Faculty of Education, University of Trunojoyo Madura. Advisor I Badrud Tamam, S.Si., M.Pd., Advisor II Fatimatul Munawaroh, S.Si., M.Si.

Abstract

Scientific attitude is the attitude of the scientists, it also must be owned by the students to solve problems in everyday life. This study is aimed to know the effect of *probing prompting learning* model on students' scientific attitude and to know the learning implementation using *probing prompting learning* method. This study uses *Quasi Experimental Design* with *Nonequivalent Control Grup Desain*. Samples that used are the fifth grade students that consist of class A and class B. The instruments of this study are scientific attitude questionnaire, achievement test, observation sheet of learning implementation, and student questionnaire responses. The analysis of Hypothesis testing uses t-test of two independent samples, the result of *posttest* is Sig. (2-tailed) $0.000 < 0.05$ so H_0 is rejected, and there is a different scientific attitude of students in experimental class and control class. The results of normalized gain test of students' scientific attitude in experimental class is 0.51 (medium) and in control class is 0.08 (low). Thus, it can be concluded that *probing prompting learning* model has an effect on students' scientific attitude. Based on the results of the average calculation of learning implementation from meeting 1, it is gained the value of 75 with the average of 3.5, while from meeting 2, it is gained the value of 79 with the average of 3.7 with good criteria.

Keywords: Scientific attitude, *probing prompting learning*, science learning